

# 英 語 課 本

( 大學英語專業四年制用 )

第 四 冊

上海外國語學院編

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1961年

## 使用說明

本书是词汇、语音、语法合科教学的教科书，专供大学四年制英语专业二年级学生使用，分三、四两册。

为便于使用，特作简要说明如下：

1. 第三、四册选材，首先贯彻为无产阶级政治服务的原则。所选政论文直接反映当前国内外政治斗争，密切结合学生生活实际。政论文是指政治题材的文章而言，如第三册中的“纪念白求恩”，“教育必须与生产劳动相结合”等。文学作品首重思想性，再求艺术性。语言注意标准化、现代化。所选文学方面的文章，纯属当代或二十世纪的作品，有反映我国大跃进时代的民歌，有苏联著名作家的作品，也有揭露美国资本主义制度的题材。课文选材政治为30%，文艺为40%；其他为生活、科技及应用文等。

2. 选材原译文并举，以原文为主。原文为70%，译文为30%。译文选材，首先考虑介绍适合二年级同学水平的毛主席著作的译文。第三册计二篇：“为人民服务”，“纪念白求恩”；第四册为“反对自由主义”。

全书以课文为中心，语法、语音有机配合。课文一般皆可供朗读，某些章节也可适当作背诵之用，以培养学生朗读技巧。

3. 语法按系统语法体系编写，即在第一学年主要语法现象均已出现的基础上，给同学必要的系统语法知识；另一方面，在课堂教学中针对我国学生学习英语时，较难掌握的词法及句法中一些部分，进行重点讲授。第一学期着重词法，第二学期着重句法。重点讲授部分中的例句尽量引用课文中的句子。语法中其余部分可指定自习。

4. 语音在第一学年的基础上，使同学进一步掌握最基本的语音理论，但主要在提高实践能力。第一学期着重复习音素，

彻底掌握升降调；第二学期着重混合语调，特殊语调及节奏训练。语音教材，每周可以一课时由教师讲解，另以一课时到二课时作听音、正音等（可尽量利用电化设备）提高实践能力的训练。

5. 习题体系以培养实践能力为中心。其中分二部分，一作巩固课文之用，一作扩大知识之用。前者有英文释义（paraphrase），造句等；后者有与课文内容有关的英译汉、填充、词的比较等。汉译英，着重整段的翻译训练。课文后一般有课堂讨论题。在掌握课文后可组织学生分小组进行讨论。最初数次，教师应就每一讨论题，预作更具体的布置，俾讨论时可言之有物，生动活泼。作文应每周有一习作机会。叙述课文的大意（synopsis），可在堂上以一课时进行；自由作文（free composition）可在课外完成。

6. 本教科书第三册选文 18 篇，第四册选文 19 篇。课文长短不作机械规定，所以不应强求每周教完一课。在学生掌握每课课文的基础上，可另发结合课文题材辅助性读物，供学生泛读，以扩大知识面，培养阅读能力。课文与辅助性材料之比例可为 1 : 3—1 : 5。

7. 限于水平及编写时间短暂，本书尚存在不少缺点，希望使用本书的教师与同学对我们提出改进意见。

1960年8月

## 几点补充说明

1. 本书仍选文 18 篇。为求语言易于上口，本册增加文艺及生活方面的文章。

体裁也较多样化：

散文——第 1, 2, 4, 16 课

小说——第 3, 9, 10, 13, 14, 18 课

日记——第 5, 6 课

戏剧——第 7, 8 课

演说——第 11, 12, 15 课

论文——第 17 课

2. 课文长度一般为七百多字到一千余字，适于朗读及背诵。英美原著也有增添。

3. 课文排列：

1) 以语言的由浅入深、由简入繁为原则。

2) 凡内容题材相近的课文尽可能排在一起。

如第 1, 2 课，内容皆为有关培养热爱教师工作的素材，第 5, 6 课文文字深浅相近，内容都系反映我国新人新事；第 14 课摘自高尔基的“母”，第 15 课则为英国作家福克斯在高尔基追悼会上介绍高氏的演说。

4. 注解适当增加了中文说明，以便同学预习。英语注释可作课堂讲授或供同学自行用英文释义之用。

5. 习题安排及份量多寡仍如第 3 册。有些机械性的练习，可在课上进行，或灵活运用。唯对单句及整段翻译，必须要求模仿课文中出现的句型，译文正确无误，合乎习惯用法，借以巩固课文，并为高年级进行大量口笔语翻译奠定基础。

1961年2月



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## I

# I WANT TO BE A TEACHER

(Abridged)

*F. Vigdorova*<sup>1</sup>

When I think of my childhood, the first thing that comes to my mind is school. I loved school; my first thought on waking up in the morning and my last on going to bed at night were of school. Even the summer holidays were one long period of waiting for the day when at last I would be back in the familiar classroom with my classmates and, above all, with our class mistress Anna Ivanovna.

All the brightest moments of my childhood were in one way or another connected with school. Although twenty-five years have passed since then, I still remember how eagerly we drank in<sup>2</sup> those first lessons about the structure of the earth and about the voyages of our ancestors. Even grammar was exciting. We looked forward eagerly to<sup>3</sup> every lesson. The hours slipped by unnoticed and we did not rush out of the classroom when the bell rang as children usually do. We enjoyed studying.

School taught us the meaning of friendship. By the time we were eleven and twelve we had learned that the important thing is not only to do well oneself, but to see that the whole class had good marks. A lesson left undone by any of us, and a poor mark on anyone's report card distressed us all. I still remember the lively and interesting form<sup>4</sup> meetings we had,



and how faithfully we adhered to the decisions we adopted. Once when Anna Ivanovna was ill we actually carried on for a whole week without her. She sent us the exercises and we did our lessons conscientiously. Nobody could say that our class did not behave properly. We had our share of mischief, but it never occurred to anyone to behave badly just because our teacher was absent.

Another thing I carried away with me from school and which I shall probably retain in all my life is the deepest of respect for teachers. Not long ago as I was looking through an old bound volume of the children's magazine *Pioneer*, I came across a questionnaire entitled "What do you want to be?" and, among the other answers, my own reply to that question, "I want to be a teacher like Anna Ivanovna." As a matter of fact, I have been determined to become a teacher ever since I was nine years old. I wonder how I made such a decision so early in my life. At that time, several of my classmates and I would give the same answer because we sincerely loved our teacher and wanted to be like her in every way.

As we grew up, we became more and more aware of the indelible imprint left by our school; we realized how dear everything connected with school was to us, how we looked up to<sup>5</sup> our teachers and drank in every word they said. And many of us believed that there was no finer or more useful calling than that of teacher.

Thus I chose teaching. At eighteen, I took over my first class at Magnitogorsk. Not long before, the site of the city had been an open steppe with nothing but a few isolated cottages. With the First Five-Year Plan, however, the place was turned into a gigantic construction centre. From all parts of the Soviet Union people flocked there to build a big plant

to turn out tons of metal for their motherland.

The new plant grew rapidly and so did the town with its blocks of houses and schools. In one of these schools I began work as a teacher.

I confess that at first I made a serious mistake. The work was extremely difficult. The children were hard to manage: they were inattentive to their lessons and they would not do their homework. I did not know what to do, and several times I was on the verge of giving it up. But older comrades and teachers with many years' experience came to my assistance. They attended my class as auditors, invited me to sit in at theirs<sup>6</sup>, and in general gave me a great deal of help and practical advice<sup>7</sup>.

Gradually, I stopped thinking of leaving the school. From day to day I found the work easier and more interesting. And although new difficulties continued to crop up<sup>8</sup>, it gave me pleasure to overcome them.

Some time later, I returned to Moscow, where I completed my course of studies at an institute and began teaching literature and Russian in the senior forms of a secondary school. In Moscow, too, I observed the work of some experienced teachers. I wrote articles on school life, I made trips to other towns and met a great many people, and more and more did I appreciate the far-reaching influence of a good school and a good teacher. I came to realize how often we are guided in later life by the counsel<sup>9</sup> of those who taught us in our childhood. I always remember what one war hero said on learning that he had been honoured with the second Hero of the Soviet Union award and that his bust in bronze was to be set up in his birthplace:

"It is not I but my teacher who deserves this honour. Whatever good there is in me I owe to him<sup>10</sup>."

This, I think, well reflects the Soviet people's respect for the teacher and the school.

From F. Vigdorova's *Diary of a School-Teacher*.

## NOTES AND COMMENTARY

1. F. Vigdorova, a well-known woman teacher of the U.S.S.R., began to teach when she was eighteen. "I Want to be a Teacher" is abridged from the foreword to her "Diary of a School-Teacher", in which she recorded her talks with the children, her impressions of their personalities, notes on their characters, and other observations. It tells us about the first steps of a young Soviet school-teacher, her quests and reflections, her successes and mistakes, her joys and disappointments; how she teaches the children and she herself learns in the process, and how great a happiness she derives from her calling.
2. to drink in: (fig.) to take in or to receive into the mind eagerly or with pleasure 接受, 吸取, 也就是“用心听, 而听进去”的意思。  
The little boy drank in every word of the story of Huang Chi-kuang.
3. to look forward to: to expect 期望, 等待……来临。又作“展望”解。  
Looking forward to the 60s, we are sure that we can make still greater achievements in every field.
4. form: class 班级; form meeting 班会; senior forms 高班, 高年级。
5. to look up to: to respect
6. to sit in at theirs: to attend their lessons; to be a

listener at their lessons 听课, 旁听。

7. advice: careful opinion about what to do or how to behave

a piece (bit, word, few words) of advice; in this case, "advice" can never be used in the plural.

8. to crop up: to turn up unexpectedly; to appear or arrive by accident 突然出现, 露出。

Whenever difficulties cropped up, his comrades would immediately come to his assistance.

9. counsel: more formal than "advice"; opinion given after thought

10. Whatever good there is in me I owe to him = I owe to him whatever good there is in me.

## EXERCISES

### I. Answer the following questions:

1. What was F. Vigdorova's reply to the question, "What do you want to be"?
2. Why did she want to be like her teacher in everything?
3. When and how did she and many of her classmates come to see that there was no finer or more useful calling than teaching?
4. Where and when did she take over her first class? What changes had taken place there during the period of the First Five-Year Plan?
5. Did she love her work when she began teaching? Give your reasons.
6. How important is the role played by a good teacher?
7. What did the war hero say about his teacher?

What merits do you think his teacher must have had?

8. Can you give some examples to show the Chinese people's respect for teachers and schools?

II. Paraphrase the italicized words in the following sentences:

1. This book is *in every way* better than that.
2. *As a matter of fact*, China surpassed Britain in the output of coal in 1958.
3. Nancy Lee *drank in* what Miss O'Shay had said.
4. When will you be ready *to take over* your father's work?
5. Anna Ivanovna was *extremely* kind to her pupils. Once when she was ill her pupils actually *carried on* for a whole week without her.
6. In Moscow, Vigdorova sometimes *attended* the lessons of experienced teachers.
7. Never for a moment did the doctors *stop trying to save the worker* who was badly wounded.
8. Soapy *didn't know* that he was *on the point* of being caught by the policeman.

III. Give nouns corresponding to the following adjectives and adverbs:

familiar, exciting, eagerly, faithfully, lively, interesting, diligently, isolated, properly, gigantic, serious, probably, experienced, rapidly, extremely

IV. Give the infinitives of the following:

drank, rang, found, chose, observed, wrote, guided, taught

V. Give words with negative prefixes like the following: unnoticed, dislike, inattentive, impatient, irregular

VI. Make sentences with the following:



above all, to slip by, to behave, to connect with, to stop doing something, to stop to do something

VII. Translate the following into English:

1. 1) 昨天,我在阅览室里翻阅几本“中国建设”的合订本,我发现好多非常有用的文章。
- 2) 当我回忆我的中学生活时,第一件使我想起的事情,就是副校长所留给我的难以忘却的印象。
- 3) 上课不专心的学生,在做习题时,往往会犯严重的错误。
- 4) 我们认识到教师对学生的影响是很大的。
- 5) 虽然孩子们有时候很难管教,我们应该努力克服困难。
- 6) 好几次当她刚想不干的时候,有经验的老工人就前来帮助她。

2. 我是新中国的大学生,在党和毛主席的领导下,坚决贯彻党的教育方针,克服一切困难,搞好学习。每天早晨醒来以及晚上临睡时,我都在想如何学习得更好。我也急切地盼望着每个同学都学习得很好。

我已学了一年多英语了。由于党的教导,我懂得了学习外语的意义,决心要当一个人民的外语教师或翻译工作者。我知道在今后的学习中,还会出现不少困难,但是我有决心去克服它们。

VIII. Insert articles where necessary:

What can be simpler than arithmetic? We had only ten minutes of it at beginning of lesson but I liked to observe boys in those ten minutes. Rynbina took his time; with his eyes on blackboard, with lips slightly moving. He was always one of last to raise his hand, but I never remember him making mistake. Labutin, on contrary, shot up his hand before I had time to finish explaining problem.

As for Andryusha, he was model pupil, who drank in every word I said. Whenever I called on him to answer

questions he would conscientiously repeat the text-book almost word by word.

It is impossible to give a portrait of all boys in class. But to me everything that happened in classroom, during and after lessons, was like reading some new book, each page of which yielded something fresh.

IX. Topics for written composition:

I Want to be a People's Teacher

X. Topics for classroom discussion:

1. Do you agree that "there is no finer or more useful calling than teaching"? Give your reasons.
2. Give some examples showing the far-reaching influence of good schools and good teachers.
3. What did F. Vigdorova mean by saying "A poor mark on anyone's report card distressed us all"?

## PHONETICS

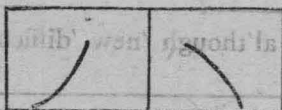
### COMBINED TUNES

Sentences may contain more than one tune, and in this case each part of the sentence that bears a complete tune is sometimes referred to as an *intonation-group* or *tone-group*. The points at which one tune ends and another begins are sometimes—but not always—marked by pauses in speech. Almost any combinations of tunes may occur in a sentence, including, of course, repetitions of the same tune. In conversation a single sentence *does not usually contain more than two or three tunes*, but in written passages, espacially in those of a classical nature, a dozen or more tunes may occur in a single sentence.

The last group may have a rise or a fall according to the principles already mentioned. Preceding groups generally

end with a rise. The groups are separated by | in the transcriptions.

Tune 2 + Tune 1



This is the natural tune for introductory phrases, for subordinate clauses that precede their principal clauses, for principal clauses that precede their subordinate clauses, for non-final groups of compound sentences and for all but the last number of an enumeration. This combination is used:

1. When a sentence contains an important initial phrase:



- 1) At 'eigh'teen, I 'took 'over my 'first 'class at 'Magnito-

gorsk.

- 2) Before writing to him, I 'want to get the facts

straight.

2. When an adverbial clause precedes the principal clause:

1) And al'though 'new 'difficulties con'tinued to 'crop

up, it 'gave me 'pleasure to over'come them.

2) As 'soon as I 'heard him speak, I 'knew he was

a foreigner.

3) 'While we're waiting, we can 'go through our

notes again.

3. When a principal clause precedes the adverbial clause:

I would 'give the 'same 'answer, because we sin'cerely

'loved our 'teacher.